

Utah CCGP-Closing the Gap results Report (Large Group) 2006-2007

School: Park City High School

Target Group: Senior students

Target Group Selection: All Senior students

Abstract: This project was designed for the purpose of assessing senior students' knowledge of their post-secondary planning process. Counselors gave a pre-test of questions regarding the college application process including choosing the right match in a college, career choices and opportunities, letters of recommendation, financial aid, deadlines, etc. to 285 senior students prior to giving a 90 minute lecture on planning for career and post-secondary education. Students were given a post-test at the end of the presentation. Data was analyzed, and we learned that students retained and took ownership of their own future goals much better when given a pre and post test on a complicated process of post secondary planning.

Project Description: Our desired goal is to get students to take ownership of the steps necessary to meet their career goals and post-secondary education. We targeted 274 seniors plus 20 early graduates/home schooled seniors and began in September, 2006. Counselors then designed a pre and post test including questions about college testing, entrance requirements for colleges and universities, letters of recommendation, essays for application, college visits, military goals and technical training, application. We prepared a 90 minute lecture and went into all senior English classes. We administered the pre test, then gave the lecture, and then administered the post test. Our post tests showed that students listened and actively planned for their futures.

Results:

1. 294 students were pre and post tested.
2. The pre test questions showed the following percentages of questions answered correctly:
1. 64%, 2. 75%, 3. 70%, 4. 77%, 5. 52%.
3. The post test questions showed the following improvement in correct answers:
1. 96%, 2. 98%, 3. 98%, 4. 96%, 5. 90%.

Discussion: This data shows that students, when held accountable for answering pre and post test questions, improved their involvement and retention greatly in their own post secondary planning process.

Park City High School 12th Grade Pre & Post Tests

The following pre-and post-test questions were given to seniors at Park City High School before and after the Guidance Department's presentation in September of 2006.

Pre-Test Results:

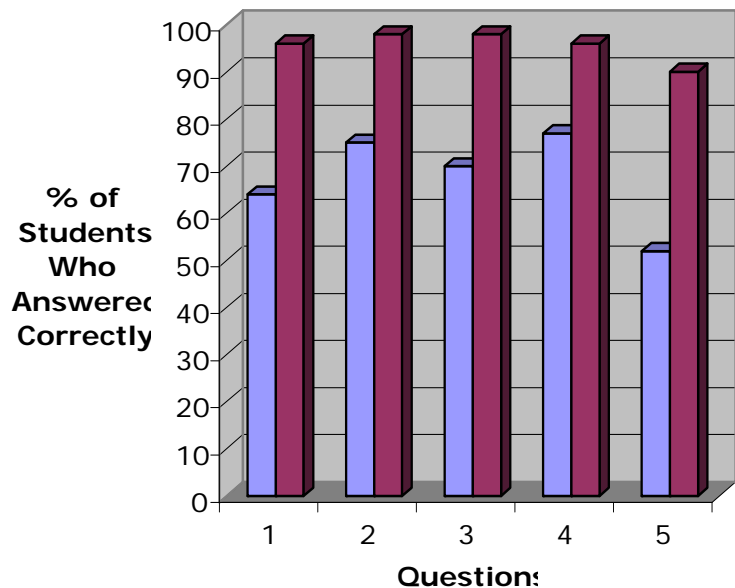
Question Number:	Actual Question:	% of Students Who Answered Correctly
1	Your cumulative weighted GPA includes...	64
2	The two things that make up an index scale for an in-state university admission index number are...	75
3	When requesting letters of recommendation from teachers and/or counselors, you need to submit your vita to them by...	70
4	The FAFSA is...	77
5	The deadline to apply to University of California schools is...	52

Post-Test Results:

Question Number:	% of Students Who Answered Correctly
------------------	--------------------------------------

1	96
2	98
3	98
4	96
5	90

12th-Grade Pre & Post Test



Pre-Test

Post-Test

Utah CCGP- Closing the Gap results Report (Small Group) 2006-2007

School: Park City High School

Target Group: Students at risk of not passing/completing classes

Target Group Selection: Based upon school improvement goal #3: Support our school wide tracking and intervention program.

Abstract: Our project is important to our school because we want all of our students to pass classes and know they have support from their counselors. A problem we face is we have students that are in danger of not passing classes due to various circumstances. We chose 50 students identified by our collaboration team and our school-wide trackers. Our counselors set up goals for students each quarter and met with students a minimum of twice during the quarter to track progress. Students were allowed to choose between several five dollar gift cards goals were met. We found that our students raised their GPA over a period of three quarters. We did not see a correlation between improved GPA and improved attendance.

Project Description: Our desired goal is to increase credit earned by students and increase their attendance. Fifty students were chosen from our target students in danger of failing as identified by our collaboration team and school grade level trackers. Our project began in September and continued through March (3rd quarter).

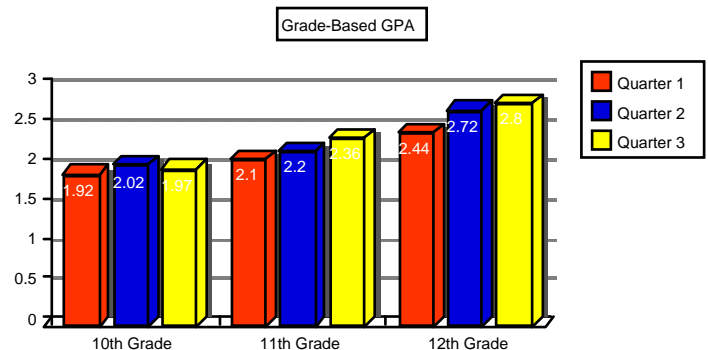
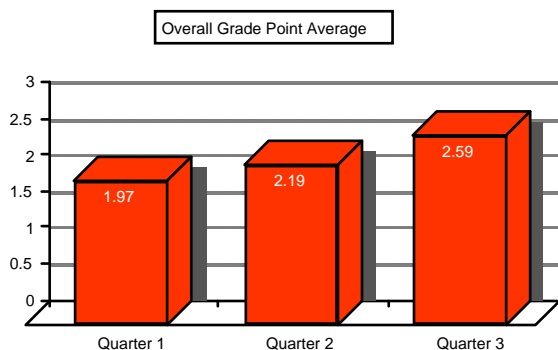
Our counselors set goals with each student each quarter to pass their classes and improve their overall GPA. The results were measured by comparing each students GPA from start to end date and by comparing student attendance by class period from start to end date.

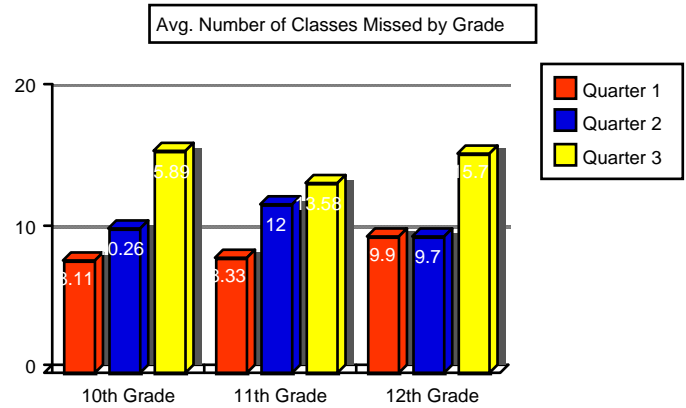
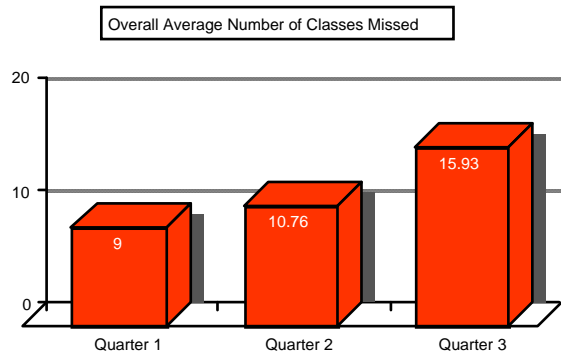
Counselors met to discuss the guidelines for goal setting and to establish the minimum criteria of meeting at least twice with each student each quarter. Counselors then, met with students at the beginning of the quarter to set goals, at mid term, and after grades were posted for the quarter. If students met their goals, they chose a five dollar gift card from a wide selection of vendors.

Results:

1. 34 students improved their GPA,
2. 9 students maintained the same GPA
3. 3 students moved
4. 4 students showed no improvement as measured by GPA
5. Attendance (measured by class periods missed) did not improve in most cases.

Average total GPA , average GPA by grade level, and average attendance for each quarter is indicated on graphs below (following page)





Discussion: This data tells us that regular contact with our students and setting goals related to classroom performance is a positive incentive for them for 85% of the the students that remained in the project. The contact and follow up appeared to be more important than the small value gift card. This data also told us that while students are learning how to turn in assignments, pass tests, and improve their GPA, they are not significantly improving their attendance. In most cases student attendance gets worse as the school year progresses. Many of our students have continued to improve during 4th quarter as well. While some of our students did not improve their GPA, they still met their goal to pass all of their classes. There were times when students would choose not to take a gift certificate, feeling that they had not done as well as they wanted to. Establishing regular contact with these students also seemed to create important relationships with their counselors and help them feel more connected to school. This is a program we will most likely modify and continue for years to come.